



Matching Students with programmes? About access and assessment

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The OECD programme on HE IMHE

Institutional Management in Higher Education



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Core questions:

- Background and specificities of Master programmes
- What shapes the assessment of Master programmes?
- How to match students and programmes?
- What are the access requirements?
- What room for manoeuvre for the institutions?
- For further reflection: How to better match students and programmes at a time of massification/diversification?

Limits

Little research on graduate education+ stratified vision
within Europe

☞ The scope has been widened beyond Bologna

- OECD
- OECD-Education At a Glance 2011
- ENQA
- INQAAHE
- QAA (UK)
- ANECA (Spain)
- WASC (US)
- HEFCE (UK)
- Institute of Education-London (UK)
- ELTE University (Hungary)
- Higher Education Academy (Ireland)
- Higher Education Directorate MoE Netherlands
- Rectors conference Netherlands
- UNICAMP (Brazil)
- COPAS (Brazil)
- American Council on Education (US)
- Council of graduate schools (US)
- State University NY (US)
- New England Board of Higher Education (US)
- Alexander Mitterle (Leipzig U.)
- Gabor Halasz (ELTE University)

Background

Shared perception of Master's value for economy and society

Commonly met challenges

Variety of Masters / Institutions / Structure of HE systems: specific!

Specificities of Masters and students

A Master programme: what for?

More applicants and more diverse students in Master programme

New points to be considered:

- **Financial support**
- **Degree expectation and career**
- **Traditional assessment of students**

Master students are more demanding: mature, determination, investment

What shapes the assessment of Masters?

The objectives and the duration of the Master

Underpinning goals of the institutions offering Masters

- Quality students
- Name recognition
- Image building
- Quantity

Focus on transition from B to Master: what is required to enroll M?

- Bachelor degree
- Pre-master programme
- Direct enrolment in specific disciplines (e.g. Engineering)

How to maintain the quality of Master students?

1. To ensure a sufficient number of applicants for new Masters
2. To raise the bar for Master of Excellence



How do institutions match students with programmes?

Numerus clausus: not much leeway

Decentralized modus operandi = up to the institution

Market driven approach

“Natural attractiveness” of some M and some Institutions

Continuing transition Bachelor/Master



Access requirements for Masters

Meeting minimum requirements

- Minimum grade (80%) or formal performance records
- Subject-specific: rare
- Written recommendation/work sample: rare
- Interviews

Assessment required for some disciplines

Differences of students assessments are low

Spotlight on US case



What room for manoeuvre to match students with programmes?

Uncertainty prevails...and financial capacity of national funders is the major regulator

Quality issues: Accreditation and National Qualification frameworks

- Brazil
- UK
- Australia
- Spain

Regulations: example of the US case

Increasing demand for quality teaching

Master students are increasingly becoming driver for Quality

- Rigorous students selections and high tuition fees
- International students

Internationalisation compels institutions to adjust Master to the demand

Master is a salient feature of internationalised HE



For further reflection: How to better match students and programmes at a time of massification/diversification?

Ever more diverse students will enrol Master programmes

Still major progress to be achieved (Davis, 2008 EUA survey):

- Improve readability of Master**
- Develop Mobility instruments**
- Better correlate M/Life Long Learning**
- Integrate Prior Learning**

Learning outcomes: promising avenue?



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